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AUTHOR Atkinson, Rhonda; And Others
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ABSTRACT

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module contains materials designed to help students develop study and test-taking skills. Presented first are 10 strategies for preparing for tests. Discussed next are test-taking strategies and the importance of self-talk in successful test taking. Procedures to follow after completing a test are outlined. Strategies for taking objective tests are discussed in a separate section. Also included in the module are an analysis sheet for determining weaknesses in test preparation and guidelines and worksheets for use in arranging study time and work time. (MN)

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Project Director: Pamela Wall, Adult and Continuing Education

Curriculum Writers: Dr. Rhonda Atkinson, LSU
Dr. Debbie Longman, SLU
Dr. Doreen Maxcy, LSU

Teaching Staff: D. Lynn Delahaye
Jeanne Chapman
Blaine Reynolds

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ABC Training Center
19251 Highland Road
Baton Rouge, Louisiana 70809

MODULES OF INSTRUCTION DEVELOPED IN GRANT CYCLE

1. Writing Frames for Construction Workers (10 exercises)

for low-level readers; consists of 10 "paragraphs" with open-ended sentences for workers to complete and recopy in their notebooks. Topics deal with work and training, such as "My Job," "Classroom Behavior," and "Listening to Myself."

2. Writing About Your Craft (10 topics)

for all students; list of 10 topics, such as "My Boss," "The Main Beef About My Job," and "How Work Orders Are Delivered." Used for integrating reading and writing in a job-specific context.

3. Building Workplace Vocabulary for E & I: Structural Analysis (80 pages)
Building Workplace Vocabulary for Millwrights: Structural Analysis(79 pages)
Building Workplace Vocabulary for Pipefitters: Structural Analysis(79 pages)

5th grade level; teaches word attack skills for technical terms, utilizing word parts and root words; includes hints for retaining meanings by building card file with visual representations of terminology.

4. Building Workplace Vocabulary for E & I: General, Specialized, & Technical Terms (58 pages)
Building Workplace Vocabulary for Millwrights: General, Specialized & Technical Terms (29 pages)
Building Workplace Vocabulary for Pipefitters: General, Specialized, & Technical Terms (32 pages)

5th grade level; teaches different kinds of vocabulary words encountered in work-related texts; drills for remembering new words; tips for building vocabulary; some dictionary use.

5. Building Workplace Vocabulary for E & I: Compound Words (28 pages)
Building Workplace Vocabulary for Pipefitters: Compound Words (18 pages)
Building Workplace Vocabulary for Millwrights: Compound Words (22 pages)

5th grade level; strategies for finding the meanings of compound words used in technical writing; works with words in context

6. Improving Listening Skills: Hazards Communication (18 pages)
Improving Listening Skills: Fire Extinguishers (22 pages)

a viewing, study guide that accompanies a commercial training video used in the required 8-hour OSHA safety course; learning new words, main ideas, and drawing conclusions are covered.

7. Measuring Decimals: Millwright (28 pages)

instruction and application problems

8. Improving Study Skills/Test Taking (60 pages)

6th grade level; good study skills are needed for success in the ABC Training program; explores strategies for organizing class notes and study time; analysis sheet for determining weaknesses in test preparation; how to schedule to arrange study time and work time

Computer Program

"Math for Pipefitters" is an interactive, multi-media program that covers fractions, decimals, angles, and right triangle geometry in a pipefitting context (88 screens)

PREPARING FOR AND TAKING TESTS

What do you think about tests? If you've been out of school for a while, you may wonder about how well you can take a test. But, in a way, you take tests each day. Driving to work is like a test. You may be an great driver. You may be an OK driver. If you're a failure as a driver, you don't last long!

Your job also tests you. You may be an great worker. You may be an OK worker. If you're a poor worker, you won't last long!

Whether in the car or on the job, you prepare for the tests you face. Desire is one key. You can probably recall really wanting to drive or work. Then, you learned skills little by little. You figured out what was important to know. You watched others. You practiced. You put yourself in the kinds of situations you would face. Could you drive in heavy traffic? Could you take a long trip? Could you be successful on the job? Could you handle new or difficult tasks? Each new situation was a kind of test of your skills. And each time you "passed," you gained confidence.

Sometimes, things go wrong. You wreck your car. You get hurt at work. Getting back in the car or back to work is harder. You keep thinking of that bad experience. What if you have another accident You might be killed this time.

You lose concentration. You lose confidence. How do you go on? Most people usually start back slowly. They get used to being tested again. They begin to think that they can . . . instead of can't.

You also face tests in your ABC classes. Most adults haven't taken a test in a long time. Preparing for a test is much like preparing for the ``tests'' you face as a driver or worker. First, you need the desire to learn. Next you must learn information a little at a time. You must figure out what is important to know. You must watch your instructor. You must practice. You must put yourself in the situations you face in a test. And, sometimes you will fail. Then you must start again and remember that you can succeed.

PREPARING FOR TESTS

Think about things you do well. You may be good at solving problems on the job. You may be a good welder. You may be a good millwright. Learning to do anything takes time. You must practice often. You gain skills little by little. Learning information is much the same. It takes time. You must practice often. You gain knowledge little by little. Still, there are some tricks to learning. You can best use the tricks if you use them with something you are learning now. Have your book handy so you can use it as you go.

TRICK #1 Get the big picture in terms of time.

What do you do? You have a job. Now you are taking classes at ABC. What else takes your time? Family? Friends? Sports? Driving to and from work? Chances are, you lead a full life now. How are you ever going to find time to study? First, you need to get the big picture. You need to see how much time your course takes. You need to schedule other demands. You need to balance the two.

Get a cheap calendar. Tear out all the pages for the months of the ABC course. Now, mark the last day of the course. Mark the days when the course meets. Look at your course outline. Mark the test dates on your calendar.

Mark any other activities on your calendar. These might be family gatherings, sports events, social occasions. Post all of the pages where you can see them at once. Now you know what your time needs are for the time you're at ABC.

USE IT! Look in the back of this notebook. Get a calendar. Complete it for this semester.

Your next step is to see when you have time to study. Make a schedule of your usual week. Show the times you work, sleep, drive, eat, and so on. Where are the free times? This is when you'll need to schedule study time.

USE IT! Look in the back of this notebook. Get a weekly schedule. Complete it for this week. Where are your free times? Talk to your TDC instructor about how you can use this time to study. Do that now.

TRICK #2 Survey information before you go to class.

Think about the times when you are successful at work. Chances are that part of your success came from your knowing what to do. You were prepared for the job. You didn't have to do a task you had never seen or done before. You weren't taken by surprise.

Sometimes a class takes people by surprise. Everything the instructor says is new to them. They feel overwhelmed by too much information.

When you survey a jobsite, you look it over. You get your bearings. You look for landmarks. You see how things fit together. You predict what needs to be done.

You survey information in much the same way. A couple of days before your next class, get out your book. Look over the information you are about to cover. Get your bearings. This means to see what main points are covered. Reading the title and headings in the chapter helps you do this. Look at any diagrams or charts. Then, look for landmarks. Landmarks are what you know. What do you already know about this topic? Next, see how things fit together. How do the headings go together? Do they describe steps in a process? Do they describe causes and effects? Do they show how things are alike and different? Finally, you make predictions. What will the next class be about? What seems to be most important about the subject? How is the information arranged? Your survey is your first chance to learn. Now you are (almost!) ready to go to class.

USE IT! Get your book. Open it to your next assigned chapter. Answer the following questions on a separate sheet of paper. After you complete the questions, keep the page with your class materials. Do this now.

1. *What is the title of the chapter?*
2. *What headings/subheadings are in it?*
3. *What charts or diagrams are in this chapter?*
4. *List five things you already know about this topic.*
5. *How do the headings, subheadings, charts, and so on seem to fit together?*
6. *What seems to be important about this chapter?*
7. *What do you think a class on this chapter will include?*

TRICK #3 Look over information thirty minutes before class.

Think back to your survey. Chances are that if you surveyed a couple of days ago you've forgotten some of it. That's OK. A quick look will revive your recall. Take a few minutes to rethink your survey. What was the topic? How did information fit together? What seemed to be important? This is your second opportunity to learn.

USE IT! Get the sheet of paper you completed for TRICK #2. Think through your answers. Just as a food settles after time, thoughts settle after time. What new ideas or questions do you have about this material? What do you want to know about this subject? Do this thirty minutes before class.

TRICK #4 Go to class and take a few notes.

You learned your job in many ways. You learned by watching others. You learned by listening. . . to other workers, to your supervisor, to the sounds of the machines with which you work. But you don't learn by only watching and listening. You learned by doing--by practice.

Each way you learn affects what you recall differently. You improve recall if you do all three. You can listen in a class. You can watch the instructor. Now you must do something. You need to note what is said and done. Write what

the instructor writes on the board. Think back to your survey. Try to predict the pattern of the lecture. Is the instructor going to describe something? Is the instructor giving solutions to problems? Is the instructor listing the steps in a process? The pattern helps you find main ideas. This is what you write. This is your third chance to learn.

USE IT! Notes are for your use only. They don't have to be spelled right. They don't have to be neat. They do need to make sense to you. Take your book, your survey, and your notes to the TDC. Ask someone to review them. Ask them for feedback. Do this after the lecture.

TRICK #5 Think over your survey and look over your notes that night after class.

Imagine that it's Friday afternoon. You're almost finished with a job. You'll finish it Monday. You're tired. You're ready to go home. At the last minute, your supervisor comes by. He tells you about another job to do on Monday. You nod. You understand. And now, it's quitting time! You don't think about that new job again. Monday comes. Then, you wonder. Uh, what did your supervisor say? Did he tell you to go to the new jobsite first? Maybe you're supposed to finish what you were doing on Friday. It seemed clear on Friday. Now, it's hard to recall. What happened?

The same things happen in learning. You go to class. Information seems clear. Then you forget about it until the next class. You realize you have no idea what your instructor said in the last class. What happened?

If you only see or hear information once, it doesn't last long. Lucky for you, your class meeting was your third chance to learn. Still, you may forget between classes. You need a brief review as soon as you can after class. This should take 5 or 10 minutes. This helps you set the information in memory. It is your fourth chance to learn.

USE IT! As soon as you can after class, look over your notes. Do they make sense? Fill any gaps in your notes based on what you recall from class. Put a question mark by information that seems unclear. Ask your ABC instructor about those items before the next class.

TRICK #6 Look over information midweek between classes.

No real trick here. Reviewing every three or four days keeps information in active memory. This is your fifth chance to learn.

USE IT! Using the calendar you completed in Trick #1, record each time you review between classes.

TRICK #7 Put information together.

Most jobs consist of several tasks put together. If you are a pipefitter, you solve problems. You measure. You cut. You bend pipe. You do other tasks as part of your job. Your job is not any one thing. It is a process.

Learning is also a process. Here, you learn in ``class-size'' bites, an hour of information at a time. You may also think of information in pieces. This is what we covered last week. This is what we covered last month. This is what we will cover next week. You aid learning by seeing how information fits together. How does what you learned at the beginning of the course affect what you learn today? How does what you learn today affect the information you will cover tomorrow? This is your seventh chance to learn.

USE IT! Again, using the calendar you completed in Trick #1, schedule a time to review every two weeks. You should review everything up to that point each time.

TRICK #8 Manufacture learning.

Most people say they prepare for a test by studying. What does that mean? Is looking at the book studying? Is thinking about the information studying? Is memorizing information studying?

Studying is the process you use to learn. Like any other process, it begins with a raw material and ends with a finished product. The raw material in the information. The finished product is what you learn about it. The process of studying helps you manufacture learning.

How do you manufacture learning? Understanding exists on many levels. These increase in difficulty. Figure 1 shows the levels of understanding.

The most basic level is **recognition** and **recall**. When you see something and know it is something you've seen before, you recognize it. If you are asked about it, you recall the answer. You may or may not know what it means.

At the next level, you **translate** information. This means you put it in your own words.

Next, you **connect** information. This means you relate information in different ways. You identify causes and effects. You identify solutions to problems. You identify parts of a whole. You tell how things are alike or different.

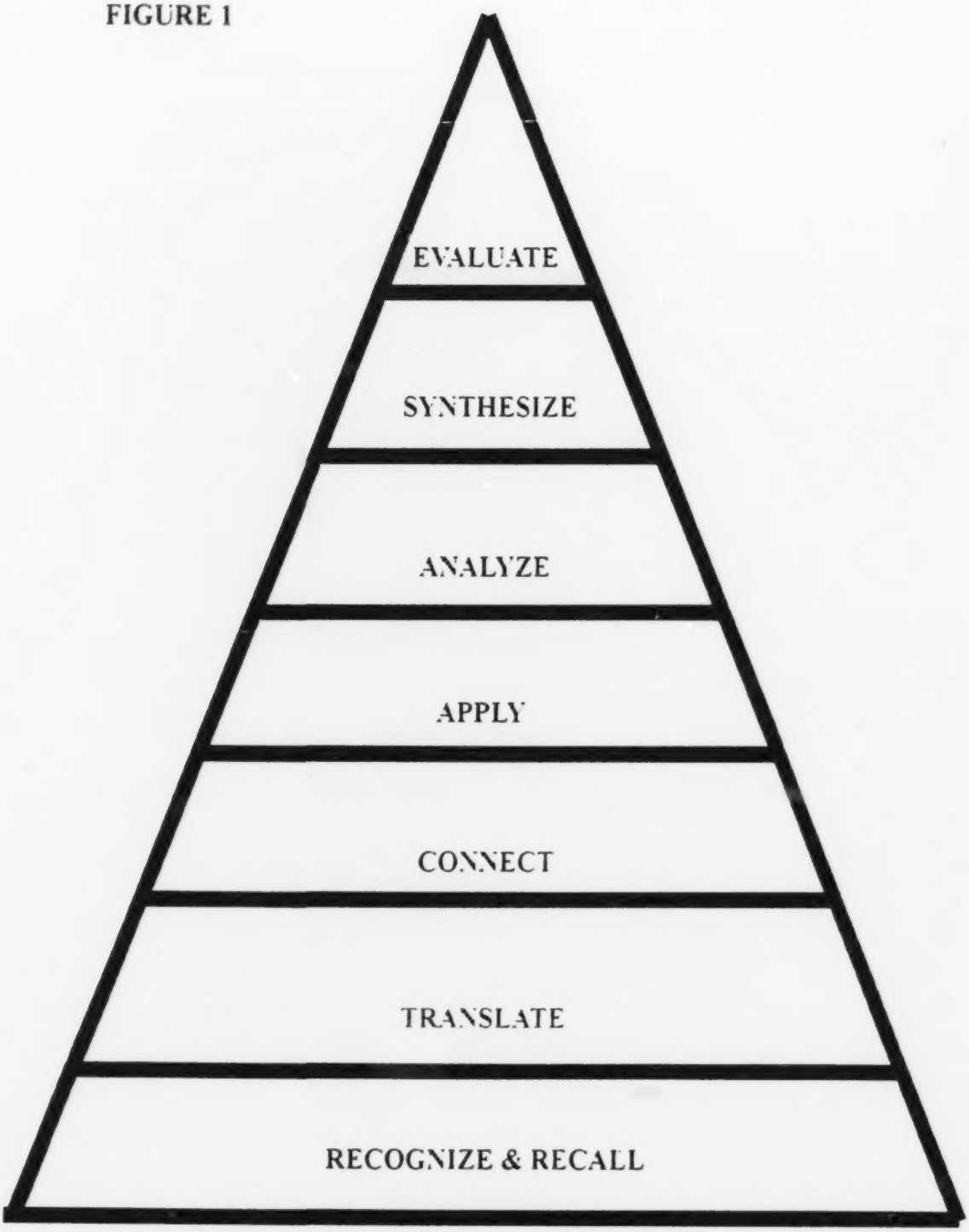
At the fourth level, you **apply** information. This means you use it. This is what you do when you use math to solve a problem on the job. This is what you do when you know what process works best for a specific job.

At the next level, you know information well enough to **analyze** something. This means you break it into parts. You look at each piece separately to make decisions about the problem as a whole.

Next, you **synthesize**. This means you put ideas together to create new ways to solve a problem or perform a job.

Finally, you **evaluate**. This is the ability to judge. You decide if something is good or bad, right or wrong.

FIGURE 1


EVALUATE
SYNTHESIZE
ANALYZE
APPLY
CONNECT
TRANSLATE
RECOGNIZE & RECALL

By now, you've seen what you need to learn at least 6 or 7 times. You now recognize everything.

Can you move to Level 2? Can you put it in your own words? Imagine you need to describe a process to someone. What would you say? Now, imagine that the person didn't understand your explanation. Can you think of another way to describe it? The more ways you can think about information, the better you understand it. You are translating information.

How does information go together? How do the ideas in one chapter fit together? Are you learning a list of information? Are you learning steps in a process? Are you learning to solve problems? Are you learning what causes a specific effect? Are you learning how things are alike and different? Once you understand one chapter, look at it in terms of other chapters. How do the ideas in one chapter relate to the others? How do these ideas relate to your job or the job you hope to have? These questions help you connect, or interpret, what you know.

Now, you can recognize and recall ideas. You can put them in your own words. You can figure out connections among ideas. How do you use this information on the job? How does knowing this information help you solve problems? How does this affect your decisions? How does it affect your safety? The answers to these questions form the ways in which you use information. Thus, you apply what you know.

USE IT! Think of something you do on your job. It should be some thing that you know well. On a separate sheet of paper, describe what you do in terms of the first four levels on Figure 1. Use the following questions to guide your thoughts:

1. RECALL What is the task?
2. TRANSLATION How would you describe the task to a new worker?
3. INTERPRETATION How would you explain how this task fits into your job as a whole? How does it fit in with the work that other workers do? How is this job similar to another tasks you do? How is it different? How does it fit into what the company does? What is the effect if you fail to do your he task?
4. APPLICATION How could you improve your ability to do this?

TRICK #9 See what you're missing.

Think about the job you do. You work with people. You work with tools. You work with materials. You know what you need. You know when something or someone is missing.

You should know the same things about information. You should know what you need. You find this by looking at your readings. You look at your notes. You figure out what you recognize. You figure out what you can put in your own words. You figure out how ideas fit together. Then, you see if anything is missing. What is hard to recall? What is hard to put in your own words? What ideas still don't fit? Once you know what you're missing, you try get more information. Reread the chapter. Recheck your notes. Talk to others

in the class. Talk to your ABC instructor. Talk to the TDC instructor. Talk to professionals in the field. Somewhere, someone has the answers you need.

TRICK #10 Figure out a way to learn what you need.

By now, everything should be familiar to you. You should be able to recognize each idea as one you've seen or heard. If you surveyed and reviewed regularly, you've seen them many times. Still, you must often do more than recognize ideas. You must recall them from memory. You must put them in your own words. You must relate them to other things. You must apply ideas.

Learning occurs in many ways. Learning related items is better than trying to learn things that have no relationship. For example, you may need to learn about product names on MSDS's. It's better to learn related names for one product than learn names for several unrelated products.

You learn by **seeing.** Reviews increase the numbers of times you see information.

You learn by **hearing.** Repeating information and listening to others gives you chances to hear information more often.

You learn through **action.** Writing words and solving problems are two ways to use your muscles to study.

The best kinds of learning comes when you **hear, see,** and **act** on information together.

If you still need to work on something, try one or more of the following:

1. **STUDY TAPES.** If you're like most workers, you commute. With a little preparation, you can study as you drive. Get a blank tape and a cassette recorder. Say the things you need to know and record yourself. Leave about 5-10 seconds blank time between a concept and what you need to learn about it. For example, you may need to learn the meanings of several safety words. You say the word, wait 5-10 seconds, then say the meaning. This leaves you time to think of and say the answer before the tape provides the response.

2. **STUDY WITH OTHERS.** Whenever possible, study with someone. You learn more about your job by talking to others about how they do the job. Likewise, you learn more about an idea by talking to someone about it. Try to avoid a simple exchange of definitions. Ask your study partner to describe an idea, relate it to other ideas, or apply the idea. Ask that person how she or he figures out the answer. The only way you learn how another person thinks is if he or she tells you.

3.**NONSENSE.** Sometimes you have to memorize something exactly. For example, you may need to know the following fire-fighting technique:

1. PULL the pin.
2. AIM nozzle at base of flames.
3. SQUEEZE trigger and hold extinguisher upright.
4. SWEEP from side to side.

To learn it, you see if you can make a real word or nonsense sentence from the first letter of each one. Here, the first letters spell ``PASS.'' This gives a clue. You could also make up a sentence with key words such as ``I **PULLED** the hammer, **AIMED** carefully, and **SQUEEZED** the **TRIGGER** before I **SWEPT** the floor.''

USE IT! Think of something you need to learn. Choose one of the methods in Trick #10. Use it to make a study aid.

TAKING TESTS

This is it! You're ready to take the test. You read everything. You went to class. You took notes. You studied. You're prepared. So, why don't you feel ready? What's wrong?

Self-talk

The kinds of things you tell yourself shape your life. If you think of yourself as careful, you'll generally be a safe worker. If you think of yourself as a hard worker, you will probably work hard. If you think of yourself as strong, you will probably be strong. Similarly, if you think of yourself as careless, things will always seem to happen to you. If you think of yourself as tired, you won't get much done.

What you think often depends on your past experience. And, you tend to remember failures better than successes. You may recall poor grades you made in school. You may think of times when a teacher told you that you weren't good in math. You may remember someone who told you that you weren't smart enough. You may think of friends who said school was no fun.

Without your even knowing it, you recorded those messages in your mind. You may find yourself playing them back. You may say, ``This is too hard for me.'' ``I was never good in math.'' ``Reading is boring.'' What's the point of trying? I'm not smart enough.''

Whatever the message, you now control what you say to yourself. First, you need to think back. Who said you couldn't do something? Who said it was boring? Who made you doubt yourself? Second, you need to come back to the present. What's the situation now? What are some times that you have been successful? What skills do you have? Even if something seems hard,

what can you do to learn? Third, you need to make new messages. ``This is hard, but I can learn it.'' ``I didn't do well in school, but this is different.'' ``I can use a lot of information from my job to learn this.'' Finally, you must reprogram your messages. It generally takes about twenty-one days to change a habit. Each day for 3 weeks, work on replaying your new messages in your mind.

USE IT! On a separate sheet of paper, identify three negative messages you say to yourself. Write three positive messages you plan to use in their places. Work on replacing the messages for the next three weeks.

Test-Taking Strategies

Most companies now provide safety training. They want you to know what to expect. They want you to know what problems might occur. They want you to know what to do. This gives you more confidence in your ability to handle the test.

Test-taking strategies are a kind of safety training. These strategies help you know what to expect from a test. They help you predict what problems might occur. They help you know what to do. This gives you more confidence in your ability to handle the test.

Try the following suggestions on your next test:

1. Bring the materials you need (pencils, calculator, etc).

2. If you are trying to keep a formula or process in mind, write it on your paper AFTER you get the test.

3. Look over the test. Get a sense of what the test is like. How many questions are on the test? How long should you spend on each one? How hard does the test look?

4. Read directions slowly and carefully. Underline key terms and steps in the directions.

5. Answer the questions you know first. This builds your confidence. It helps trigger memory for other information.

6. Expect memory blocks. Instead of struggling to recall something, skip it and go on. Mark the question or take a guess. Return to the question if you have time.

7. Answer every question, if possible. If there is no penalty for guessing, take a guess.

8. Work at your own pace. Don't get distracted by students who finish before you.

9. If you have time left, review the questions and answers. See if the answers you gave are the ones you meant.

10. If you find yourself getting nervous, STOP. Turn your paper over. Close your eyes and take five deep breaths. This will calm you. Think about the good messages you thought of for yourself. Repeat them. Open your eyes and take another look at the test.

After the Test

What do you do when you finish a job? Do you check your work? What parts were well-done? What should have been done differently? What would you do next time?

You should do the same thing after you take a test. When you get your paper back, check your work. What questions and what kinds of questions did you answer well? What questions gave you problems? How could you improve your ability to answer those questions? Did you not prepare enough? Were questions harder than you predicted? Were you unable to make connec-

tions between ideas? What would you do next time?

After the test analysis helps you figure out what went wrong. It also helps you figure out what went right. Focusing on the questions you missed may create more negative mental messages. You might think, ``What a dumb mistake!'' ``I should have known that.'' ``Anybody could have answered that question.'' Instead you need to create positive messages. These include, ``That was a hard question and I got it right.'' ``I know a lot more now than before.'' ``I didn't get every question right, but I studied hard and I am pleased with my grade.''

USE IT! *Use the following sheet to assess your test performance. On a separate sheet of paper, answer the following: What changes do you need to make in studying? What changes do you need in test-taking? What things are going well for you? Write three positive mental messages that you can make as the result of this test.*

TABLE 7.10 Worksheet for Examining Returned Tests

	Insufficient Information						Test Anxiety						Lack of Test-Wisdom						Test Skills						Other			
Test Item Missed	I did not read the text thoroughly.	The information was not in my notes.	I studied the information but could not remember it.	I knew main ideas but needed details.	I knew the information but could not apply it.	I studied the wrong information.	I experienced mental block.	I spent too much time daydreaming.	I was so tired I could not concentrate.	I was so hungry I could not concentrate.	I panicked.	I carelessly marked a wrong choice.	I did not eliminate grammatically incorrect choices.	I did not choose the *best* choice.	I did not notice limiting words.	I did not notice a double negative.	I changed a correct answer to a wrong one.	I misread the directions.	I misread the question.	I made poor use of the time provided.	I wrote poorly organized responses.	I wrote incomplete responses.						

TAKING OBJECTIVE TESTS

You're on the job. You must rig a load. Which knot do you choose? Bowline? Square knot? Half hitch? Your choice depends on the situation. It depends on what you know.

You make other choices every day. If traffic is heavy, you choose another route. If you buy lunch, you choose what to eat. If you install a compressor, you choose the tools you need.

How do you choose? You look at the situation. You think of what you already know. You think of the advantages of one choice. You think of any disadvantages that choice might have. You make your choice. Or, you rethink your options.

Multiple choice tests also give you choices. You make your choice in much the same way. You look at the question. You think of what you know. You look at one answer. You think of the advantages of that choice. You try to think of any disadvantages. You make your choice. Or, you think about the next answer.

There is some tricks to taking a test. The following suggestions help you make wise choices in multiple choice tests.

1.Read the question. Try to think of the answer BEFORE you read the answer choices.

EXAMPLE:

At the ABC Training Center, ABC stands for

A. Association of Builders and Construction Workers

B. Association of Building and Construction Workers

C. Associated Building and Construction Workers

D. Associated Builders and Contractors

How do you answer this question? First, you read the question. Without looking at the answers, think of what your answer would be. Check the answers to see if you find your choice. What if you don't see your answer? Close your eyes for a second and rethink your answer. Check the answers again.

USE IT! Now, it's your turn. On a separate sheet of paper, create a multiple choice question. Think of the answer. Then think of three incorrect choices. Notice that once you thought of a question, you thought of the answer BEFORE you picked incorrect choices.

2.If you don't know what the answer is, try to figure out what the answer isn't.

Sometimes you will read a question and not be able to think of an answer. You read the choices. You still don't see anything that seem right. Now, you see if you can eliminate, or leave out, choices. Look at the following example:

EXAMPLE:

A warning label is required for

A. power tools

B. company vehicles

C. dangerous chemicals

D. new employees

What if you don't know where warning labels should be posted. You think through each choice. For A, have you ever seen a power tool with a warning label? Probably not. So, you can leave A out. What about B? Do company cars and trucks have warning labels? Probably not. What about C? Should a dangerous chemical have a warning label? Probably so. Check choice D to be sure. Do new employees wear warning signs? No. The answer, then, is C.

USE IT! Think of a question. Write it on a separate sheet of paper. Think about how you decide what the answer is not as well as what the answer is.

3.If you don't know an answer, quickly take a guess and go on to the next question.

EXAMPLE:The Technical Development Center started in

A. 1990

B. 1991

C. 1992

D. 1993

How do you answer this question? This is a good example of a question where you probably don't know the answer. Probably the TDC started before January of this year. Now what? Take a guess from the remaining choices!

USE IT! OK. This may be hard. Think of a question in which you DON'T know the answer. This can be anything. (Suggestions: What is the age of the person sitting next to you? How many rooms are in this building? Who will win the lottery next week? Who will be the next president of the United States) Write your question and 4 possible answers on a separate sheet of paper. Practice making choices when you don't know the answer. HINT: It really doesn't matter, so just guess quickly!

4.Be sure the right choice is the best choice. Sometimes more than one answer will be correct. One answer, however, will be a better choice than the others.

EXAMPLE:

Your company creates a safe workplace by

A. identifying hazardous materials.B. providing safety courses for workers.

C. obtaining an up-to-date MSDS for each hazardous chemical.

D. All of the above.

A seems correct. So does B. What about choice C? If you aren't sure what and MSDS is, you won't know. Now look at answer D. Answer A is a good choice. Answer B is a good choice. Answer D, however, is the BEST choice. It includes both A and B.

USE IT! On a separate sheet of paper, create an question that has more than one correct answer. Be sure that one answer is the BEST choice. How do you think through the choices to get that answer?

5.Read questions carefully. NOT and EXCEPT are small words. However, they completely change the meaning of a question.

Look at the difference between these two statements.

I am a good worker.

I am NOT a good worker.

EXAMPLE

Which of the following is NOT true?

A. I am alive.

B. I am in the ABC training center now.

C. I am a millionaire.

D. I am a male or a female.

How do you answer this question? You are looking for something that is not true--a false statement. Is choice A true? Yes, so A is not the answer. Is choice B true? Yes, so B is not the answer. Look at choice C? Are you a millionaire? Probably not, so that statement is NOT true. What about choice D? Are you a male OR a female? Yes, so that statement is true? The answer, then, is choice C.

EXAMPLE

All of the following are true EXCEPT

A. I can breathe.

B. I can talk.

C. I can eat.

D. I can pick the lottery numbers every time.

Again, you are looking for the statement which is not true. You are looking for a false statement. What about A? Yes, it is true. What about B? Yes, you can talk. What about C? Yes, you can eat. What about D? Probably not. The false statement, then, is D. That is your answer.

USE IT! Get a separate sheet of paper. Create a question using the word NOT. Create one that uses the word EXCEPT.

DAILY SCHEDULE

	SUN	MON	TUES	WED	THUR	FRI	SAT
6–7							
7–8							
8–9							
9–10							
10–11							
11–NOON							
NOON–1							
1–2							
2–3							
3–4							
4–5							
5–6							
6–7							
7–8							
8–9							
9–10							
10–11							
11–MIDNIGHT							
MIDNIGHT–1							
1–2							
2–3							
3–4							
4–5							
5–6							

JUNE 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 1994

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 1994

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 1994

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 1994

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 1994

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				